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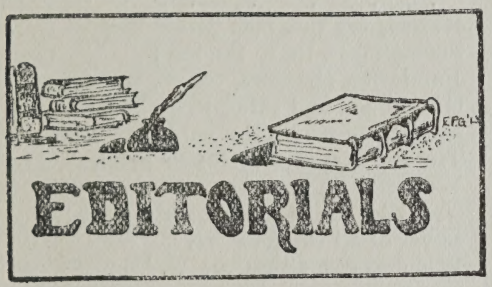

Commencement has come once more, In spite of the fact that we all, at some time in our course have expressed the wish that we were through school, there is a feeling of sadness that we must at last leave Pinkerton, and go into the world. The four years which we have spent in gaining knowledge from her different sources have been happy ones, and now on our departure we have two distinct feelings in our hearts; one, sorrow that we are to leave, the other, gladness that we are to share in the activities and labors of the great world, which seems so different from our school world, as we look at it. Sometimes we wonder where our classmates will be next year, and whether we will be able to see them or not. Even if we should never see each other again we may rest assured that wherever we may be, we will remember and cherish these days which we are so soon to leave behind. The contact with the world, the other experiences which we will have, will only come as a result of what we have done here, and will be laid on the strong foundations built here. With that idea in mind, and ever mindful of our class motto "nihil sine labore," may we press onward, and at last gain great things.

We, the board of editors for 1912-13 take this opportunity to thank all of you for the support you have given us, and may the coming year prove as helpful and kindly to the new board, as the past year has been to the present one. We take great pleasure in announcing that the following board has been chosen to serve next year:

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Nature and Our American Poets.

FIRST HONOR ESSAY.

We Americans do not like to yield the palm to another country for superiority in anything, but up to a comparatively recent date we were able to make no claim to any particular excellence in literature. English critics could and did smile at what they called the flatness and meagreness of the literature of America during and directly following the Puritan stage of America's development. But American literature was not destined forever to merit only disdain, and by the middle of the last century a considerable number of writers had come forward whose work compelled recognition in Europe as well as in their own country.

Carlyle called Robert Burns a poet of Nature's own making, adding that Nature is the grand agent in making poets, and I think we may safely assume that Nature was also the chief agent in making our American poets. Emerson is often ranked first among our poets, and the reason for the position which his poems have attained and which they will probably continue to hold among the classic poems of all literature is, that his poetic thoughts which later crystallized into beautiful verses, were in great part called forth by the lessons which Nature set before him as he walked in the woods and beside the streams of New England. Emerson held that Nature in America was no less beautiful, no less worthy of being celebrated in verse, than Nature in the British Isles or in Italy. Accordingly he wrote fearlessly of whatever appealed to him as truth, and by degrees his poems were recognized as examples of true art.

"Who speeds to the woodland walks?
To birds and trees who talks?"

Opening his poem *Woodnotes* with this question, Emerson answered himself with the words:

"There the poet is at home.

. . . . .

In the woods he travels glad,
Without better fortune had.

. . . . .

Knowledge this man prizes best
Seems fantastic to the rest;
Pondering shadows, colors, clouds,
Grass-buds and caterpillar-shrouds,
Boughs on which the wild bees settle,
Tints that spot the violet's petal,
Why Nature loves the number five,
And why the star-form she repeats;
Lover of all things alive,
Wonderer at all he meets."

A native of Europe suddenly transported to America during the winter of a century ago, would no doubt pronounce this the barest, bleakest land he had ever seen;—but American poets did not find it so, because they loved it. And

"To him who in the love of Nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware."

Our beloved Whittier immortalized the New England winter in *Snowbound*, and no one whose childhood has been spent on

a New England farm, can read *Snowbound* without a thrill at the memories which it awakens, for he, too, recalls many a time, when,

'Unwarmed by any sunset light
The gray day darkened into night.
. . . . . .
And 'ere the early bed-time came
The white drifts piled the window-frame,
And through the glass the clothes-line
posts
Looked in like tall and sheeted ghosts.
. . . . . .
And when the second morning shone,
We looked upon a world unknown,
On nothing we could call our own.
Around the glistening wonder bent
The blue walls of the firmament,
No cloud above, no earth below,—
A universe of sky and snow!"

The poets of England have always lavished their lyrical gifts upon England's spring-time, and have woven many a dainty wreath of graceful words of praise expressing their appreciation of England's lovely spring. Here in America, also, when the ice bound streams were unlocked, when the robins flashed hither and thither in the orchards and their little red breasts throbbed with joyous songs, when the air was spicy with the fragrance of budding trees, our poets were no less responsive to the awakening influence of spring; they, too, broke forth in song.

"Hark! 'tis the bluebird's venturous strain
High on the old fringed elm at the gate,
Sweet-voiced, valiant on the swaying
bough,
Alert, elate,
Dodging the fitful spits of snow—
New England's poet-laureate
Telling us: Spring has come again!"

This stanza from Thomas Bailey Aldrich's *Spring in New England*, seems to me a perfect little picture poem, not one word of which could be spared, or improved; how plainly we may see the little children who, hearing the magic strain, look eagerly up and down for a glimpse of the bluebird, harbinger of spring, and how delighted they are, when they spy him caroling from the elm tree-bough!

We who live in New Hampshire have a special claim upon Mr. Aldrich for he was a native of Portsmouth. Although his work in several branches of literature is excellent, his fame will ultimately rest, more than anything else, perhaps, on his exquisite poems. A few perfect descriptive words, chosen with masterly art, a few graceful touches, and he gives us a little picture, so true and lovely that having read it once, we ever afterward cherish it in our hearts framed in a mosaic frame of memories.

The richness of autumnal landscapes has always awakened in poetic souls admiration which resulted in charming poems, such as Shelley's wild and beautiful "Ode to the West Wind," and the melodious "Ode to Autumn" of John Keats. But such masterpieces are not confined to European scenes, and I think we do not merit the accusation of overbold vanity if we dare to name in the same breath some examples of *our* autumnal poems. Among the first we might recall Bryant's "Death of the Flowers" which contains that haunting, far-off sound of Autumn winds, that melancholy falling sound of Autumn rains. Or what dearer poem have we than Helen Hunt Jackson's "September," wherein are those two matchless lines:

"And asters by the brookside
Make asters in the brook."

Mrs. Jackson is dear to every true American because of her intimate sympathy with nature which enabled her to write those characteristically American poems about American nature. Few would dispute her place as the finest woman poet of America, and in fact Emerson said, with respect to this phrase that the word 'woman' might well be omitted.

Next to Mrs. Jackson as a woman poet may be ranked Emily Dickinson, who curiously enough was an early schoolmate of Mrs. Jackson's. Her poems are unique examples of the original powers of American writers, and when speaking of external nature, Miss Dickinson's descriptive ability is admirable, showing that she, too had that deep insight into Nature which alone can enable a poet to describe any of Nature's loveliness with justice. In some of her tiny poems, which in spite of the small space which they occupy contain thoughts which are of life and eternity, too, Miss Dickinson speaks of her friends in Nature as though they were human beings. She says:

"The bee is not afraid of me,
I know the butterfly;
The pretty people in the woods
Receive me cordially.

The brooks laugh louder when I come,
The breezes madder play,
Wherefore, mine eyes thy silver mists?
Wherefore, O summer's day?"

Most of Miss Dickinson's poems are deficient in form, but they are characterized, by such startling vividness of imagery,and insight into Life that we are reminded of Ruskin's forcible words: "Beauty of execution can [not] outweigh one . . . . fragment of thought." And why should we not offer the very fact that, upon hearing for the first time some of Miss Dickinson's verses, one feels almost ready to laugh, as good evidence of their worth? For all the greatest persons of any age, whether poets, scientists, artists, or what not, have always been ridiculed when they first advanced their theories, and offered their thoughts to the public. But let a few years roll by,—then, indeed we begin to appreciate them, and we see that we, ourselves, were blind, while the inspired ones whom we ridiculed, had seen so much more clearly than we could that we had been unable to sympathize or understand.

We sometimes imagine that the wonders of science and the discoveries which are being made in this age are of more importance than poetry, and that, ultimately, poetry, being a visionary, emotional literature will give place to science, because science is practical and useful. Truly wonderful as are the scientific discoveries of today and vast the services rendered to humanity by the scientific investigators and discoverers, yet we must not forget that poetry has just as high a purpose,—has, in fact, the *same* purpose,—that of "service," the desire to give to the world some newly-discovered truth or some beautiful creation which shall furnish happiness or encouragement to others. There is no reason for assuming that the human love and longing for Truth, Beauty and Goodness, which have had a place in every human soul throughout the ages, are not just as strong as ever, nor is it within probability that love of Science as symbolic of Truth will ever surpass love of Art as representing Beauty.

EMMA GOLDSMITH.

The Relation of the Home to the School.

SECOND HONOR ESSAY.

The three great educational institutions are the home, the school and the church. It is my privilege today to present for your consideration the conclusions of a study which I have made of two of these educational institutions, the home and the school.

The home is the first institution to touch the life of the individual, and in many ways is the most influential of all the forces brought to bear upon him. It has been said recently that home life in America is rapidly undergoing a change, that the home of today is very unlike that of our grandfathers. The point is made that the home life of fifty or sixty years ago was an intensely active life, which furnished the children of that day an excellent training through the necessary and greatly varied tasks of the farm and the household. Laurie tells us that, "Our forefathers not only raised their own corn, but necessity compelled them to grind it, to make their own bread, to clip their sheep, to clean, to cut, to dye and to spin their own wool, to weave it into cloth and to make it into clothes. In fact, they made their own rude articles of furniture, moulded their own pottery, etc., and thus of necessity they were driven by these occupations to develop a many-sided education."

Is there not a sharp contrast between the life portrayed in this picture of the home of the sixties and the home life of the twentieth century? Today, a visit to the haberdasher's and we are fitted to the most approved wearing apparel, we press a button or turn a switch and even the distant countryside is illumined by the brilliant electric arc, we can travel from Derry to San Francisco quite as quickly and a great deal more comfortably today than we could travel to Boston in the days of the old Boston and Concord turnpike. On all sides we see practical economies of time and of effort, and the twentieth century rejoices in this progress which mankind has made and is still making.

From the view point of education, however, the home life has degenerated in the past sixty years. Where there was purposive activity yesterday, there is indolence to-day; where there was responsibility yesterday, there is indifference to-day. Indeed, the modern time and energy saving devices have robbed the home of its most excellent means of training young people.

Let us discuss briefly the progress of the American school. From the little red school house of years ago, there has been evolved a much more competent present day institution. Moreover, the city school systems have developed into most complicated organizations. Indeed, there have been rapid strides forward in American education, yet the criticism is made that men of the mold turned out by

the little red school house are not forth coming to-day.

It is obvious that the school of to-day has been forced to accept larger responsibility; not only must it teach the "three R's," but it must further supply the many sided activities which were so efficiently supplied by the home life of sixty years ago. Hence we must not lightly criticize the present day educational institution,its task is no small one. Although the division of educational labors of the home and the school has been greatly changed in recent years, yet the two institutions still supplement one another and both strive to contribute to the formation of true American, Christian character. Leading educators of the twentieth century are placing a great deal of emphasis upon the need of a closer and more vital co-operation between the home and the school. Throughout the country, Parent-Teacher associations are being organized and in communities where public funds allow, certain members of the teaching staff are being delegated to visit, observe and report upon home conditions. Wherever these plans have been given a fair trial, much success has been reported. Although it is still a new thought in some communities, yet in all places where educational advance is sought, it is now generally conceded that the educational process is not merely going on during the five hours of the school session, but rather that the pupil is being educated during all waking hours. This means that the responsibility of the home is still a great one; it is a call for the parent to guard the health of his children, to see that they are taught habits of personal cleanliness, and that their leisure hours are spent in clean, helpful recreations. It has been said that the home which fails to supplement the work of the school, which refuses to undertake the responsibilities of the out-of-school education, has within its power the ability to completely annul the work of the school. It is a well established fact that all young people are very susceptible to the conditions and influences of their out-of-school environment. In fact, frequently their out-of-school education proceeds with a great deal more vigor than do their in-school activities. The school which can count upon the solid backing of the homes of the neighborhood, will indeed accomplish unusual educational results. Perhaps your attention has been drawn to the interest which some parents manifest in the actual school work of their children. It happens not infrequently that in such cases there is a surprising advance on the part of the pupil, for he feels a complete confidence in the teacher and in the school.

Again, the teacher who is privileged to share the confidence of the parent concerning his children, is able to understand the needs of the pupil and to teach and advise in a superior way. The first obligation of every parent to the school is to really know the school; the most direct way to this end is by means of frequent visitations and attendance upon all social activities of the school. Moreover, parents should acquaint themselves with the many reports of successful educational endeavor, which are now-a-days being given a great deal of space in both newspapers and current periodicals. Such interest furnishes the basis for the very excellent discussions which are being

conducted at the meetings of the Parent-Teacher associations and no small amount of educational good is derived therefrom. A school man is reported to have said recently in a gathering of educators, that previous to the organization of the Parent-Teacher associations, 90 per cent of the parents who came to consult with him, manifested a decidedly antagonistic manner and invariably proffered complaints of one kind or another. Under such conditions, the teacher is at a very great disadvantage and evil results are certain to follow.

To summarize briefly, the aim of both home and school is really identical, the producing of the best man and the best woman.

In order to realize this aim, the school needs the support of the home. Working together, they can accomplish an infinite amount of good, but working at odds, a great deal of harm. Now, which condition shall we have? Shall we have the home and the school two entirely separate institutions, when under such a condition children are denied the maximum benefit of their school days, where misunderstandings develop and education al difficulties come into being, or shall we have the help of each and every parent, assisting in all possible ways toward the formation of noble christian character which shall be a credit to you and to our teachers? IRENE RICHARDSON.

Early History of Derry.

THIRD HONOR ESSAY.

Before entering upon the account of the emigration and settlement of the colony, which planted itself in Londonderry in 1719, it may be interesting to give briefly a few circumstances which occurred in the fatherland, and cause most of the New England settlements.

The emigrants, who settled in Londonderry, Ireland, the original name being Derry, were called Scotch-Irish, being descendants of a colony, which migrated from Scotland to the province of Ulster, Ireland, in 1612. They were induced to go there on account of the religious circumstances during the reign of James the first. These settlers were disliked and their possessions were endangered because of the prevailing bad feeling of that time. Londonderry was one of the few cities which offered an effectual resistance to the arms of James and his followers They at one time tried to conquer the town, and although it was weakly defended, the inhabitants fought bravely, and saved their city from defeat. During the siege of Londonderry, there were many times when it seemed as if the city must surrender. A famine killed a great many of the inhabitants, but finally re-enforcements arrived, and in the course of that very night, King James with his followers withdrew from a position which they had held for one hundred and five days. The siege proved that King James had lost his stronghold, and that Protestantism was firmly established.

Although England was influenced slightly by the Reformation, nevertheless various laws were passed regarding religious worship, which often separated and silenced ministers from their parishes. The Presbyterians and Dissenters from the church of England experienced many embarrassments. These people did not leave their native land, and come to America merely for civil and political freedom, but for religious liberty. The reasons why the settlers of Derry came to America were, to quote the words of E. L. Parker: (1) "to avoid oppression and cruel bondage; (2) to shun persecution and designed ruin; (3) to withdraw from a communion of idolaters, and (4)to have an opportunity of worshipping God according to the dictates of conscience and rules of his inspired word."

Rev. William Boyd was sent early in the year 1718, to prepare a way, and a a place of settlement for the people. He was kindly received by the Governor of Massachusetts, and the emigration was encouraged. He communicated with his friends in Ireland, and they immediately set out in five ships for Boston, arriving there in August 1718.

Many of these emigrants settled in different parts of Massachusetts, but sixteen families, who proposed to form a distinct settlement, embarked for Casco Bay, in Maine, which they had been informed was a good place for a settlement. These people spent one winter there, and being dissatisfied, returned. They directed their course westward, and entered the Merrimac, landing at Haverhill. Soon they learned of a tract of land fifteen miles distant, called Nutfield, which they investigated, and to which they finally removed their families in 1719. These settlers were rigid Presbyterians, and shortly after their arrival in Nutfield, their leader, Rev. James MacGregor, delivered under a large oak tree, on the east side of Beaver Lake, the first sermon ever preached in this town.

Three years after the commencement of their settlement, which had here-to-fore been called Nutfield, it was incorporated as a township by the name of Londonderry, in commemoration of the city, in and near to which most of the settlers had resided in their native land. The charter conveyed to the proprietors, amounting to more than one hundred, a tract of land ten miles square. Then the settlers had a home, and were in a situation to enjoy civil and religious privileges, which they had never before possessed. Although inexperienced in the management of such corporations, yet having at the head of affairs, men of sound judgment and religious integrity, the government was efficient and liberal.

The national traits which characterized the early settlers of Londonderry were deeply and strongly marked. As a nation they were frank, frugal, somewhat rough, yet they possessed great vivacity, quickness, and propensities more social than their neighbors. One of their remarkable features was courage. They never shrank from peril, and whatever they undertook, they went forward with a fearless spirit. They were also a high-minded, generous people, and possessed ready wit. But the trait most distinguishing in their character, was their steadfast adherence to their religious principles. Even the omission of daily devotion excited alarm, and called for exami-

nation. This company of emigrants gave distinction to their settlement by such domestic scenes, and devotional exercises, as the poet of Scotland has so well portrayed in his "Cotter's Saturday Night."

The settlers of this colony introduced the cultivation of the potato. Until their arrival this vegetable, if not entirely unknown, was not cultivated in New England. At first the potato balls were cooked in various ways, but could not be made palatable, and it was not until some good sized potatoes were ploughed up, that the mistake was discovered.

Credit is also due these settlers, because of the introduction of a superior quality of linen. The spinning wheel turned by foot, was first brought into this country by these settlers and flax was considered one of the most valuable articles produced. The linen, thread, and other fabrics manufactured in Derry were of such superior quality, that they not only found ready sale, but commanded a higher price. What is now known as Hood's Meadow was at that time the famous "bleaching green."

At a general town meeting June 3, 1720, it was voted that a small house should be built, suitable for the inhabitants to meet for the worship of God. The house was raised and finished the following year; and thus a little more than two years after the settlement here in the wilderness, they dedicated a convenient and well furnished meeting house, while they constructed their own houses of logs. Governor Wentworth and other benevolent gentlemen aided these people in this undertaking as the expense was great at that time, on account of obtaining the requisite materials.

The men, who founded this community, were mindful not only of the religious interests, but also of the cause of education. In 1723 a humble school building was built near the church, in which commenced the education of those who were in after years distinguished for their attainments and usefulness. In this early period the attention to the means of education marked the wisdom and foresight of these settlers. They sought, for one of the first things, to found the prosperity of their community on the cultivation of the mind.

Saw mills came into operation, which aided the people greatly in obtaining material for their dwellings. The log huts in which they had first resided, soon gave way to substantial framed houses, many of them two-stories high. They were usually built after the same model, and by no means in accordance with modern notions of economy in the saving of fuel. Rev. James MacGregor's house was the first erected, and remained standing until a few years ago.

During the scenes preceding the American Revolution, when many of the settlements suffered severely from hostilities, Londonderry was exempt from these assaults, yet its inhabitants were patriotic and prompt in the defence of the country. At the call of the government, a number from this town joined the noted expedition against Cape Breton. The New Hampshire troops partook readily and largely of all the labors and dangers of the siege. Dr. Matthew Thornton of Londonderry, one of the signers of the

Declaration of Independence, served in this campaign, as surgeon. With the renewal of war between the French and English in 1756, Londonderry again promptly bore a share in their protection and defence. A regiment was raised in New Hampshire to assist in an attack against Crown Point, and it was placed under the command of John Stark, and Robert Rogers. These three captains and many of their soldiers were from Londonderry.

A high school was erected in Derry in 1793, and Mr. Z. S. Moor was the first teacher, afterwards professor at Dartmouth and president of Amherst and Williams Colleges. In 1814 the high school building was out of repair, so arrangements were made to erect a more commodious one. Major John Pinkerton subscribed liberally towards the erection of this building, also gave a fund to insure the continuance of the school, and consequently the petitioners to the legislature requested to have it incorporated as Pinkerton Academy. At first two departments existed in the academy, but after a few years it was deemed expedient to separate these, and confine the instruction to men. Consequently a seminary for women was opened in the building originally erected for a high school. A few years later Mr. Jacob Adams founded the Adams Female Academy, which was the first school of its kind to be incorporated in the state, among the first in New England, in which the course of studies was prescribed, and classes arranged as in our collegiate institutions. Mr. Adams was a merchant, who traveled from Boston to Montreal and made his home in Derry. As there were no hotels in that time, he often stopped at the farmhouses, and year after year he was attracted by the entire lack of culture on the part of the women in the remote districts. He finally decided to spend the remainder of his life in establishing a first class advanced school for women in Derry. A few years after his death, the seminary was erected and it was the first college to give a diploma to a woman. One of the instructors was Miss Mary Lyon, who became distinguished as a teacher, in founding and in carrying into successful operation at Mount Holyoke Seminary, the plan of education originally adopted here.

Lafayette visited Derry in 1824, and passed the night at the Colonel Lane place. While he was in town he visited the Adams Female Academy. He was expected at nine o'clock in the morning, and the young ladies of the school, one hundred in number, were dressed in white with large bouquets of flowers, ready to receive him. Eleven o'clock arrived, but the visitor did not come. Hour after hour passed, and at five expectation became tedious, when finally Lafayette appeared on horseback coming at full speed. When he had finished his address to the pupils, the principal asked if she might bring the young ladies to be presented to him. "Ah, no," he said with true French politeness, "I will go to them," so he stepped from the platform and went from one to another, greeting each in his gracious manner. After staying a few moments he departed, and his last words were, "Farewell forever."

In 1828 the people in the easterly part applied to the legislature for a division of the town. Their reasons were because of the number of inhabitants, the extent of

territory, difficulty in attending town meetings, together with many local and rival interests. The petition was granted and the easterly portion was set off as a township, and incorporated by the name of Derry. The remaining portion retained the original name, and while it exceeded Derry in territory, it contained less population.

Emigrations from Derry were taking place from time to time, but nevertheless the population increased. English families removed into the town, preferring as they left denser settlements on the seaboard, to purchase farms already in cultivation, rather than to penetrate the unbroken wilderness. A few English families at an early period, settled north of Beaver Lake, which from the circumstance, received the name of the English Range. Families from different parts moved into the town, others left, so that the proportion of the descendants of the early settlers gradually decreased.

Many of the early settlers of Derry and their descendants have honorably distinguished themselves, and have held high offices. The most important of these are the famous General Stark, Matthew Thornton, as member of the Old Congress, and a signer of the Declaration of Independence, Rev. Daniel Dana, president of Dartmouth College, and Joseph McKeen first president of Bowdoin College.

Thus Derry has grown from a little band of emigrants, driven by persecution to our shores in 1719, and although they have endured many hardships for the sake of their ideals, nevertheless their influence is still felt in the present generation. And in the words of Macaulay:

"He, who takes no pride in the noble deeds of his ancestors, is not likely to perform any act worthy the admiration of his descendants."

Class History.

CLARENCE B. ALEXANDER

History as defined by Webster is "A narration of facts and events arranged chronologically with their causes and effects." Taking this into consideration I have arranged the most important facts and events concerning the class of 1913 of Pinkerton Academy, in such a way as to let people know "who's who and why." But there is an old saying that "History repeats itself," so probably our history will, in general, resemble that of former classes. However, I shall try to name a few events which will show the individuality of the class of 1913.

For the sake of originality I am going to tell you the plain facts in true history style, instead of writing after the fashion of a novel, so I will begin with the population.

In the Fall of 1909 we had sixty-five members. As everyone knows, the Junior class starts with large numbers but looses many the following year. In 1910 we had thirty-eight, the next year, thirty-

six, and now we number thirty. Thus you see we have not quite half as many in our Senior year as we had in our Junior. But it is always *quality not quantity* that counts most, so next you will learn of our intellectual accomplishments.

In our first year we took two out of three scholarships, besides numerous honorable mentions. Last year we took all three scholarships. We certainly did well in three years to take five out of nine scholarships given out during that time. A member of our class also took first prize in the speaking contest last year.

But our strong points extended beyond scholarships and this year we won the inter-class debating cup, thereby gaining the championship of the school.

When the debating team to represent Pinkerton in the annual debate against Sanborn Seminary was chosen this Spring, two of the four members were from our class. Our minds have run in lighter channels also, and a number of us have taken part in the various theatricals given by the school.

Now you know the saying, "All work and no play—" but this was not our case. We have had our share of the fun during our four years course at Pinkerton. Although our class did not give any class social during our first year, we shared with much joy those given by the other classes. When we became Junior Middlers, we were considered old enough to enter social activities, so we gave our first class entertainment in the form of a Hallowe'en Party. How well most of us remember the downpour of rain which scared away our entertainers; a ghost dance in sheets—but there, I am making this a story when I promised to keep to plain facts. I will mention tho' that we had a fine time in spite of disappointments.

The next year we gave the annual masquerade and while this showed more mature plans, I do not think we could have had a better time than we did the year before. This year came the Senior reception with all its customary dignity and needless to say we had a successful affair.

Our last formal gathering was held Friday evening, June 6, 1913, when the teachers gave a reception to the Seniors and their parents. We spent a very pleasant evening together, one which will not be forgotten.

If I should tell you of our fun outside of school, I should never know when or where to stop, so I will reveal only the ones connected most closely to our class. The first event was the Senior Corn Roast. I presume some of the underclassmen would enjoy telling about this, but as they can not, I will. You will excuse me if I break away from *plain facts* for a moment and tell a bit of this interesting event.

We took a barge ride to Beaver Lake to the home of a former classmate and there we began to partake of roasted corn, toasted marshmallows and other good things. We were soon privileged to entertain some of our schoolmates (unexpectedly). They hoped to be treated to some of our refreshments, but our hospitality did not extend that far and I doubt if their hunger was satisfied. We also missed one of our members whom we soon found in the lake. As it was too cold and dark to be in the water for

pleasure, it would seem that he did not go into the lake of his own free will. But enough of that; there are some things that are better left untold. I will pass on to our next celebration. In November the class was invited to spend an evening with Addie Nesmith at her home in Londonderry. Our classmate gave us a most enjoyable time and we got home early—in the morning.

I must not forget to tell of a peculiar event which happened in March when some of us got up a theatre party and went to Manchester. Thirteen members of the class of '13 went to the theatre on the thirteenth day of the third month of the year 1913. Who says that thirteen is an unlucky number? We would dispute any such statement.

There are many other events which have made our four years pleasant ones, and those which will be remembered longest.

Now as we look back the time seems short but we feel that we have accomplished something which will help us become stronger and better men and women. We have taken as our motto, "Nihil Sine Labore"—Nothing Without Work. Experience has taught us the truth of these words and as we go out from Pinkerton to enter new fields of labor, we hope that we shall realize that what is worth having is worth working for, and that the idler is *not* the one who does the best things for himself or his associates.

Athletics.

BASEBALL.

Pinkerton has had thus far, an especially successful season, having lost only one high school game. There have been more candidates out for the team this year than usual. No doubt this accounts in some way for the success of the team. There are only four of last year's letter men on the team this year so a practically new team had to be developed. The return this spring of last year's crack pitcher "Pete" Chadwick, has had much to do with the success of the team. In no game have his opponents been able to hit him successfully and his strike outs have ranged from thirteen to nineteen each game.

Our schedule did not begin until late this year because a series of class games were played. The class of 1914 won this series and had their numerals placed on the cup.

Manager McQuesten has succeeded in arranging a very satisfactory schedule, and from a financial standpoint he has had a marked success, for baseball has paid better this year than for a number of previous years. The first game was played at North Andover against Johnson High school.

Pinkerton, 9—Johnson, 3.

Pinkerton easily won this game, made four runs the first inning, and held their lead throughout the game.

Pinkerton, 4—St. Anselm's 2nd, 11.

On Wednesday, May 14, St. Anselm's 2nd team from Manchester came to Derry with a first class aggregation and

played excellent ball. Chadwick pitched good ball for Pinkerton, but his team was unable to hit the ball.

Pinkerton, 10—Pembroke, 1.

Pinkerton went up to Pembroke on May 17, and won in a rather slow game. Chadwick of Pinkerton struck out nineteen men in this game.

Pinkerton, 7—Johnson, 1.

Pinkerton played a return game with Johnson here at Derry on May 21. This game resulted in another easy win for Pinkerton.

Pinkerton, 7—Methuen, 3.

Pinkerton played at Methuen on May 24. This game was not started until late, so that only six innings could be played, but this was sufficient for Pinkerton to win.

Pinkerton, 16—Concord 2.

On May 26, Concord came to Derry and Pinkerton expected a hard game. This did not prove to be the case for every Pinkerton man had on his "batting togs" and hit the ball at will. Three Concord men took the mound in succession, but none of them proved very effective. Pinkerton connected for thirteen hits, eight of them being two baggers, while Concord was unable to hit Chadwick who fanned sixteen men. The line-up,—

PINKERTON.

	ab	r	bh	po	a	e
Taylor, 2b	6	1	1	3	0	0
Knight, cf	5	2	0	2	0	0
Abbott, rf	6	2	1	1	0	0
Ladd, lf	6	3	3	0	0	0
Torry, ss	5	1	1	0	1	0
Stearns, 3b	5	3	2	2	0	0
Bartlett, 1b	5	2	1	3	0	0
Clark, c	5	1	2	16	2	1
Chadwick, p (capt.)	5	1	2	0	0	0
Whittimore, cf	1	0	0	0	0	0
Totals	49	16	13	27	3	1

CONCORD.

Blanchette, ss	4	0	0	3	3	3
Hyde, 3b, p, 3b	4	0	0	1	1	0
Peadon, 1b	4	0	1	7	0	0
Colby, p, lf	4	0	0	4	0	2
Noonan, rf, 3b, p	4	1	1	1	1	0
Glassey, 2b	4	1	1	1	2	3
Foy, c	4	0	0	6	0	1
Cheney, cf	4	0	3	1	0	1
Brown, rf	2	0	0	0	0	0
Spiney, rf	2	0	0	0	0	0
Totals	40	2	6	24	7	10

Pinkerton	6	2	2	0	0	2	4	0	x	—16
Concord,	0	0	0	0	0	0	2	0	0	— 2

Earned runs—Pinkerton, 5. Two-base hits—Taylor, Ladd 3, Torry, Stearns, Bartlett, Clark. Sacrifice hits—Chadwick 2, Bartlett, Taylor 2. Stolen bases Torry, Stearns, Bartlett, Clark 2, Hyde, Cheney, Glassey. First base on balls—Off Chadwick, 4; off Hyde, 2. Struck out—By Chadwick, 16; by Noonan, 2; by Hyde, 4. Hit by pitched ball—Stearns 2, Bartlett, Clark, Spiney. Double play—Glassey to Blanchette. Wild pitch—Chadwick. Time—1.50. Umpire—Dr. Newell. Attendance—200.

Pinkerton, 12—Pembroke 4.

Pinkerton's next victory was over Pembroke, who came to Derry for the return game on May 28. In this game Pinkerton put in all her substitutes after the third inning, but this did not prevent Pinkerton from winning.

Concord, 3—Pinkerton, 2.

Pinkerton went to Concord on June

second to play the return game. Pinkerton could not hit at all this game, and got only four hits, two of which were made by Taylor. The one strong feature for Pinkerton was the pitching of Chadwick, who struck out seventeen men and allowed only four hits.

Pinkerton, 7—Methuen, 3.

The last game to date was played at Derry, with Methuen on June 4th. This game resulted in another win for Pinkerton, being the second game won from Methuen.

There are three games left. One on June 14, which is to be played with Colby Academy at New London. It is nearly seventy miles there and the team will go in automobiles. This promises to be a very good trip. Colby has her usual strong team but Pinkerton hopes for another victory.

The two Sanborn games come on the 19th and 20th of June. The first one being at Kingston. Thus far this year Pinkerton has won the football game and the debate while Sanborn won the track-meet; Pinkerton expects to win the remaining two points of the ball games.

A winning team has been playing ball for Pinkerton this season, but the attendance at some of the games would not signify this to be the case. At present there are a number who are talking of going to Kingston and supporting the team. It is to be hoped that the team will have the support of the entire student body in these Sanborn games.

Track work this year at the academy has been a rather neglected branch of athletics, due to the greater attraction offered to the boy who makes the baseball team (in the way of trips, etc.) over the track man, most of the fellows exert their energies toward gaining a place on the baseball squad, and since both branches are in their greatest activity at the same time one necessarily suffers. This is some explanation of Pinkerton's weakness along track work lines, but does not aspire to excusing our defeat by the Sanborn team on June 9th by the score of 78 –38. Sanborn had a better team and the score does not exaggerate her superiority to any extent. Results are summarized below:

100 yard dash—Won by E. Whippen, Sanborn, time 11 1-2 seconds; second, Bourdon, Pinkerton; third, O'Conner, Pinkerton.

Broad jump—Won by Abbott, P. 17 ft. 7 1-2 in; second, Corson, P.; third, N. Whippen.

Shot put—Won by Wadleigh, S., 38 ft. 9 in; second, Chadwick, P.; third, O'Connor, P.

220 yard hurdles—Won by N. Whippen, S., 31 sec.; second, Corson, P.; third tie, Bragdon & Brown, S.

Mile run—Won by J. Madden, P., 5 m. 30 sec.; second, Libby, S.; third, Doe, S.

220 yard dash—Won by E. Whippen, S., 24 sec.; second, Bragdon, S.; third, Bourdon, P.

Hammer throw—Won by Wadleigh, S., 107 ft. 3 in.; second, Judkins, S.; third, Stearns. P.

Pole vault—Won by N. Whippen, S., 8 ft.; second, E. George, S.; third, C. Stevens.

440 yard dash—Won by E. Whippen, 60 sec.; second, Bragdon, S; third, Bourdon.

Running high jump—Won by Brown, S., 5 ft.; second, Stevens, S; third, Wadleigh, S.

Half mile run—Won by Bragdon, S., 2 m. 31 sec.; second, Madden, P; third, Libby, S.

Discus throw—Won by O'Connor, P., 79 ft.; second, Judkins, S.; third, Wadleigh, S.

Relay race—Won by Sanborn seminary time 2m 12 sec.

Starter—Principal J. J. Marriman.

Timer—Rev C. F. Robinson and Prof. A. S. Colby.

Judges—Dr. Z. Kemp and Prof. G. E. Walker.

School Notes.

Y. M. C. A.

At a business meeting held on Friday, June 6, the following officers were elected for the Y. M. C. A., for next year:

Pres. Eugene Clark.
Vice Pres. Ralph Miltimore.
Secretary, Warren Farmer.
Treasurer, Arthur Hunt.

On Sunday evening, June 8, Mr. E. W. Watkins, Secretary of the Boy's Conservation Bureau of New York City gave a very interesting talk at the Church Parlors concerning phrases of his work. The lecture was under the auspices of the Y. M. C. A.

The Sesame Club of Pinkerton Academy.

A new organization for the girls of Pinkerton has recently been formed called the Sesame Club.

Ever since the Y. M. C. A. was started for the boys, it has seemed as if the girls needed some organization of the same kind. It was at last decided to form a girls' club of which every girl of Pinkerton might be a member.

The members of the Y. M. C. A. have been very kind in letting the Sesame Club have their hall in which to hold the meetings, which are held the third Thursday of every month.

May 27th the Club gave a reception to the school, at which a goodly number were present. Dancing and promenading took up a greater part of the evening. During intermission readings were given by Mildred Baker and Marian Morse, and a solo sung by Elizabeth Cutts. Every one enjoyed a pleasant evening and said the reception was a grand success.

The new officers elected for next term are:

President, Helen Guild.
Vice President, Ethel Farmer.
Secretary, Esther Richardson.
Treasurer, Hazel Saunders.

As the club is only in its infancy it has not done much, but it is hoped next year a great deal more may be accomplished.

Athletic Council.

The Athletic Council plays a big part in the athletics of Pinkerton, deciding any matter of importance which might come up and in keeping a general outlook on all the athletics which we enjoy here. The Council is composed of:

George B. O'Connor,	Track.
George Grant,	Football.
James McQuesten,	Baseball.
Roger Ladd,	Senior Class.
Ralph Miltimore,	Senior Middle Class.
Prescott Torrey,	Junior Middle Class.
Elmer Davis,	Junior Class.

Philomathean Society.

The Philomatheon Society has had a successful year at the weekly meetings. There have been prepared debates, usually a few extemporaneous, and the reading of current events.

The regular weekly debates have improved as was shown by the defeat of the debating team of Sanborn Seminary, the champions of the state.

On the evening of April 21, there were

two interclass debates on the subject, "Resolved; That the interests of New Hampshire demand the introduction of agricultural instruction into the public school curricula of the state." The teams consisted of:

Juniors (aff.)	Junior Middlers (neg.)
Oscar Low	Vera Pillsbury
Edison Robie	George Barrett
George Bean	Edgar Taylor
Chester Manning	Edward Bartlett
Senior Middlers (aff.)	**Seniors (neg.)**
Vesta Jangraw	Roger Ladd
Raymond Norris	Emma Goldsmith
James McQuesten	Ruth Ackerman
Ruth Woodhead	William Taylor

As the Junior Middlers and Seniors won, those teams debated on the evening of May 5, the Seniors taking the affirmative and winning.

From these were chosen Ruth Ackerman, Vesta Jangraw, Roger Ladd, Raymond Norris, James McQuesten, and Edgar Taylor. On May 29 the final team, consisting of Ruth Ackerman, Vesta Jangraw, Raymond Norris, and Roger Ladd, debated on the same subject with Sanborn Seminary, and won.

There are now about one hundred members of the society, and there will probably be more next year.

With the growing interest, and with the improvements which are constantly being made, we hope for a still better society by next spring.

Alumni Notes.

Twenty-Fifth Anniversary.

It was twenty-five years ago this month when the first graduation in the present building occurred.

The class contained ten and was large for those days.

The program, as I remember, was varied—three essays, two orations, with the then popular salutatory and valedictory; two members of the class, sopranos, sang solos; a piano duet for two pianos (considered a wonderful feat) was played, and the chorus class sang. An imported orator spoke for one hour and then the class filed to the platform and received their diplomas and sang their farewell song, (some could not sing, however they tried).

The ladies wore white of various shades and the men wore black "cut-a-way" suits and brown kid gloves.

In the evening an orchestra from Manchester furnished music for a promenade, concert—dancing was not part of the program in those days—and at eleven o'clock the building was dark.

Of this class, nine are now living, they are Mrs. Henrietta Rogers Frost, Revere, Mass.; Mrs. Cora Crosby Emery, Auburn; Mrs. Mary Crowell McQueston, Manchester; Misses Alice Hazelton and Edna Clark are teachers in Brookline, Mass., and Washington, D. C., respectively; Dr. Frank H. Batchelder, Manchester; Rev. George E. Lake, Hamilton, Mass.; Rev. Edward E. Pressey, Montaque, Mass., and Prof. Perley L. Horne, Honolulu.

The other member of this class Mrs.

Grace Gibson Pressey passed away a few years ago. P.

COLLEGE AND NORMAL GRADUATES.

Of those students who have attended the Academy eleven will be graduated from advanced schools and colleges this June. Four of the number leave Dartmouth, Ralph Davis '08, Allan B. Shepard '09, Frederick S. Page '09, Carl Forsaith '09. Pinkerton claims one graduate from Plymouth Normal, Clarissa G. Hall '10. Two graduates from New Hampshire State College, Maurice P. Bradford '07, Clifford Graham *'11.

William Nevins '08 and Norman Watts '10 take their degrees at Boston University Law.

Howard C. Abbott '08 will be graduated from Bowdoin this June and Watts Pillsbury special student *'09 of Annapolis Naval Academy.

THE BACCALAUREATE SPEAKERS.

1886-1901—Rev. H. B. Putnam.
1902—Rev. R. W. Wallace, B. D.
1903-1910—Rev. C. L. Merriam.
1911—Rev. Nicholas Van der Pyl.
1912-1913—Rev. C. F. Robinson.

50's. Mr. Leonard H. Pillsbury delivered the Memorial day address before the Bell post at Chester.

60's. Prof. Edward Shute is the Master of the Sherwin school, Boston, Mass.

'69. Col. Frederick J. Shepard, during the last few years has set out 13,000 pine seedlings. This is a very commendable enterprise and one in which the present generation should show an interest as our supply of wood is fast becoming exhausted.

'74. Faculty. George A. Tuttle is the Supt. of the MacLain Hospital, Waverley, Mass.

'75. Charles Bartlett has resigned as Supt. of the Chester & Derry Electric road. His place is filled by Col. F. J. Shepard, '69.

'75 and '76. Mr. and Mrs. George A. Libby (Ada Eastman) are living at Melrose, Mass. Mr. Libby is salesman for the American Book Publishers, Boston, Mass.

'77. Nine were graduated in this class and of this number six are now living: John T. Bartlett, Esq., (the father of four of our recent graduates) Raymond; Joseph F. Merriam, Esq., New York City; Eben G. Parsons, Supt. of a mill at Webster, Mass.; J. William White (the father of two present students) Derry.

Mrs. Carrie Clark Pettee, one of the Academy instructors, Mrs. Belle MacGregor Demeritte, Texas.

Those who have passed away are, Herbert Kimball, Miss Angeline Baker and Mrs. Kate Folsom Corwin.

'86. Edward E. Parsons from Cleveland, Ohio, was recently in town.

'91. The Memorial Day oration in Manchester was delivered by Attorney Frederick B. Eaton of Buffalo, N. Y., a Pinkerton graduate and also the son of a veteran. "The oration was a finished production and of excellent delivery. He drew the lessons of the day attributing to the spirit of justice and humanity the foundation of American ideals."

'91. Last year Miss Louise Schrimpton was a regular contributor to Good Housekeeping Magazine.

'92-'95. Mr. and Mrs. Richard H.

Adams (Ethel Payne) live at Philadelphia. where Mr. Adams is filling the position of undertaker. Mrs. Adams, for a number of years before and after her marriage was one of Derry's successful teachers.

'93. Dr. and Mrs. Elmer Lake, who have been living in Hampstead for the past fifteen years, have moved to Haverhill, Mass. Mrs. Lake will be remembered as May Lake and came from Sandown.

'93. Frederick W. Poor spent the holiday at his home on East Derry Road. He also has been participating in this commendable work, that of setting out 2000 or more pine seedlings on the home place.

***'93-*'99.** Dr. and Mrs.Charles Newell and family have moved to the Benj. Chase house in the village which has been extensively repaired, including a large addition to the buildings, a new stable and garage.

'02. Perley Cross is the station agent at Wilson's Crossing.

'06. Lowell Clark, Jr., is now stationed as telegraph operator at Melrose. Mr. and Mrs. Clark have recently been in town.

'09. Miss Ruth Blood is taking mandolin lessons in Manchester.

'09. Thirteen graduated in this class. One is married, Mrs. Mae McCallum Reed, North Conway, N. H. Four are teachers, Bessie Smith, Candia, Carlotta Damren, Lee, Mildred E. Green, Keene Normal '11, Grasmere, and Emma S. Knight, Keene Normal '12, Greenfield. Ethel T.Tewksbury is at home, Derry. Of the boys three are graduated from Dartmouth this June—Allan B. Shepard,Frederick S. Page, Carl C. Forsaith. Charles Clyde is employed in Lawrence, Mass. Arthur Young and Charles Anderson are in Londonderry and Derry respectively.

'11. Miss Agnes Knight is with the John Hancock Insurance Co. of Boston, and lives in Ashmont.

'11. Henry Shepard, Phillips-Andover '12 and Boston Technology is an agent for the Chalmers automobile.

'11. Miss Hazel Stevens is teaching at West Hampstead.

'12. Donald Learnard, who is attending a business college in Lynn and living in Malden, was in town over Memorial Day.

'09-'12. Faculty. Miss Mary Poor has been a visitor in town quite lately.

Marriages.

Portland, Me., May 14, 1913, James Thompson Colby of Manchester and Carrie Isabelle Smith '11 of Derry. Mr. and Mrs. Colby are at home at 286 Merrimack St., Manchester.

Derry, N. H., Jan. 1913, Preston A. Lyford and Angie R. Tenney *08, both of Derry.

James I. Miltimore '06 of Derry, and Viola M. Sayward of Manchester.

Deaths.

In the death of Mrs. Mary A. Parsons, Derry Village has lost not only one of its oldest residents but one who was highly esteemed. Eight children were graduated from the academy, Frank N., chief justice of the N. H. Supreme Court and Trustee of Pinkerton, Franklin; Mrs. E. P. Underhill, Mohegan, Me.; Eben G., Webster, Mass.; Mary N., for many years a

teacher at Pinkerton, Derry; Olive S., principal of Rogers Hall, Lowell, Mass.; Edward E., Cleveland, Ohio., and Archibald S., at the head of the department of Civil Engineering, Annapolis Naval Academy.

Births.

Natick, Mass., May 9, 1913, to Mr. and Mrs. Frank Corson '02 (Annie Pettee '03) a son, Richard Dustin.

Manchester, N. H., May 9, 1913, to Dr. and Mrs. Frederick Parker Scribner '02 (Carmen Stilphen '03) a daughter, Muriel.

Candia, N. H., April 30th, 1913, to Mr. and Mrs. Howard Smith (Ella Brown *'09) twins, Lloyd Francis and Barbara Francina.

Engagements.

William Francis Williams of Salem, Mass., and Miss Viola Goddard *'08 of Derry.

Grinds.

Eng. 1C. C. W. '16. When giving principle parts of verb lay, lay, laid, laid, "Is that to lay down, or does it refer only to hens?"

Rest of class, "Pooh."

Same Day.

G. B. '16. "Whatever is a conjunctive adverb."

Say, George, it's lucky you can invent new parts of speech.

Miss Huse. "Whitney, haven't you got your practice book?"

C. W. "Yes'm."

Miss H. "Where is it?"

C. W. " 'Tain't here."

W. M. '16. Who don't know his Latin lesson ?

Mr. B. Speak your piece.

S. A. '14. Eng. III, B. Before we had done eating ourselves.

W. S. '14. Eng. III. The horses having been harnessed solemnly.

E. S. C. '14. Oh brutish beasts thou art fled——

Don't sound much like Antony, Gene.

Miss H. Eng. III A. I wish you would look up the *declension* of a regular verb in the active voice for Monday.

F. S. '13. (German I) "Wovan sollt' ich satt sein?"

"Why am I so fat?"

Miss C. (Ger. I) "Was macken Sie, Herr Swett?"

Herr S. "What, do you want the window opened?

L. M. '13. (Ger. I) "Der alte Scheider war nun mit seiner zieger allein."

"The old tailor was now alone with his yard stick."

E. F. "You know everything?"

H. G. "Oh yes, without doubt.

F. L. R. '14. (As she bumps into a post after dark.) Horrors ! A man !

Selection from Sketch Book. "— But his wife kept continually dinning in his ears —," read by V. C. '16, "—But his wife kept continually dining in his ears—."

Miss C. Donnez le futur of this verb.

A. F. '16, in Ger. . . . . I will have no man hung onto my heart.

Latin I B. Mr. Bingham, angrily, "I've never had such a class."

Of course not Mr. B., The class of 1916 is better than any other. What else could you think?

Alg. I B. Mrs. P. "What sign?"

C. W. "Square."

O. D. '14. What's this for, to have longer days?

H. L. R. '14. Didn't you know the days were getting longer?

Reading parts in the play of "Julius Caesar."

Caesar—What is now amiss that Caesar and his Senate must redress?

Teacher, giving out the next part—Stearns, Metellus, (may tell us.)

M. E. C. '14. Latin III. (Translating quid igitur ait Hortensius?) What ails Hortensius!

Miss C. Why, she's a millionaire.

Translating at sight in French III.

G. Grant '13. He was as calm as a er-er . . . . a (heard from the back of room) cucumber.

M. S. '14. Eng. III. "Henceforth all is over between you and me."

Miss H. "Why me?"

D. C. '16. Ger. I. "I will bring you a bottle."

Oh those Juniors, Will they ever forget their bottles?

O. D. '14. Oh, I don't drink very often.

J. B. H. Why, I *never* do!

C. W. '16 in English. A yule log about 4 feet thick is diameter —"

In Eng. III. Miss H. Did any of you go to the circus yesterday?

No reply.

Miss H. Well, if you had seen the camels chewing there, maybe you wouldn't chew gum here.

Miss C. He played the actions which had been taken away from him that morning at first.

Ger. I. 6th period. Miss C. Where's your book, Mr. Tewksbury, have you lost it?

T. No, I don't think I have lost it, I can't find it. (It's no joke.)

D. C. '16. Ger. I. Ich habe die abzubitten. I have bitten you.

Junior History. C. B. '16. "Was Caesar killed when he died?"

Latin I B. Mr. B. "Which of these two is of the second declension?"

E. T. '15. "Teutones."

Mr. B. "What do you say, Miss M?"

M. M. '16. "Cimbri."

Mr. B. "Correct, There is a smart girl for you."

Exchanges.

"Farewell! but whenever you welcome the hour
That awakens the night-song of mirth in your bower,
Then think of the friend who once welcomed it, too,
And forgot his own griefs to be happy with you.

Let Fate do her worst, there are relics of joy,
Bright dreams of the past which she cannot destroy;
Which come in the night-time of sorrow and care,
And bring back the features that joy used to wear.
Long, long be my heart with such memories fill'd,
Like a vase in which roses have once been distilled,
You may break, you may ruin the vase if you will,
But the scent of the roses will hang round it still." THOMAS MOORE.

June has come, the month of farewells and the scent of roses, and for many of us, that wonderful event, Graduation. It is not easy to express that mingling of smiles and tears it brings to our hearts for that is one of the things words cannot tell, but it is a sweet something, a wonderful tender feeling, driving all little hates and defeats, prejudices and failures to the winds. Let us hope that the few fleeting years just passed, have been fraught with lessons, giving us that great need of the world, "understanding hearts," and may each "Goodby" of this June-tide be uttered with its true meaning, more apparent perhaps in its old forms, "God by you," and "God be with you." Such a farewell is a parting blessing, to be borne onward into the new school, perhaps the School of Life itself.

The Pinkerton Critic wishes joy to all its Exchanges at this Graduation time, and thanks them for their interest in her during the past year.

The following papers are acknowledged with thanks:

For April:

The Clarion, West Roxbury, Mass.
The Sassamon, Natick, Mass.
The Index, Worcester, Mass.
The Goddard Record, Barre, Vt.
The Clarion, West Hartford, Conn.
The Wigwam, North Yakima, Wash.

For May:

St. Anselm's College monthly, Manchester, N. H.
The Tattler, Nashua, N. H.
The Mercury, Milwaukee, Wis.
The Magnet, Leominster, Mass.
The Kimball Union, Meridan, N. H.
The Sanborn Echo, Kingston, N. H.
For-Writers Magazine, Boston, Mass.

We admire the motive and originality of the *For-Writers Magazine*, "wherein the writers of the past and present write to help those of the future." It is a brand new magazine and we wish it success in its work.

The following stanza appeared in the *Sanborn Echo:*

"Let's cheer our baseball players,
They're worth it, every one.
They'll trot around the bases,
And trim old Pinkerton."

Don't be too sure N. D. G.

Oh! when it comes to baseball,
(Tho' in track you're number one)
You'll have to trot "some," Sanborn,
To "trim old Pinkerton."

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Change in Entrance Requirements in 1914

At a meeting of the Faculty of Tufts College Medical School held April 18, 1913, in accordance with a recent ruling of the Association of American Medical Colleges of which this school is a member, the following action was taken:

VOTED: That after January 1, 1914, one year of college work in Physics, Chemistry, Biology and either French or German, equal to the work done in the freshman year in standard colleges and universities, in addition to a complete four year course in an accredited high school, shall be required for admission to Tufts College Medical School.

Tufts College Medical School is prepared to give the one-year pre-medical course in its building in Boston, and will begin the first course October 1, 1913.

Full details regarding the course will be furnished upon application to the Secretary.

The requirements for admission in the session 1913-14 will remain as previously stated in the catalog.

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